



# **Managing National Assessment Report**

**Sacred Heart College  
(Auckland)**

**October 2024**

# FINDINGS OF THIS REVIEW

## Sacred Heart College (Auckland)

17 October 2024

### Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

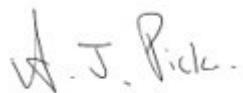
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

### Actions

#### Agreed actions

The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<strong>External and internal review</strong>	
Complete the implementation of the two action items from the 2019 report: <ul style="list-style-type: none"><li>• a process to document and monitor the quality assurance of practice exam grades</li><li>• update the staff and student assessment handbooks to maintain currency</li></ul>	Immediate
Ensure that action plans developed in response to external moderation are completed and evaluated	For the 2025 external moderation round and ongoing

A handwritten signature in black ink, appearing to read "A. J. Picken".

Amanda Picken  
Manager  
School Quality Assurance and Support

26 November 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## **External and internal review**

### **External review**

*Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

#### **Action Items from 10 September 2019 Managing National Assessment Report**

The two action items from this report have yet to be completed. The school was required to monitor that evidence for derived grades is quality assured and to amend the staff handbook to reflect the update to the rules for the resubmission of student work. Student evidence from practice exams is being quality assured but the documenting and monitoring of this process has yet to be embedded.

Assessment communication recommendations are discussed later in this report. The staff handbook needs to be updated so that it reflects NZQA's rules for resubmitting student work and the good practice happening within the school.

**External moderation response to outcomes and processes** The school has a well embedded process to respond to external moderation feedback. Heads of Department report to the Assistant Headmaster on any changes required as a result of external moderation and this is recorded on a spreadsheet and then discussed as part of their annual review. Overall agreement rates between assessor and moderator judgements have improved over the past two years.

To improve the response to external moderation, the school should introduce a process to monitor the completion of any required actions. This will ensure that any changes needed are put in place. The effectiveness of actions undertaken should also be evaluated. This evaluation is best done using a critical colleague from another school or subject association and should take place once the changes have had time to embed, over at least two assessment cycles. Schools are discouraged from resubmitting standards with a Not Consistent or Not Yet Consistent outcome for external moderation in the subsequent moderation round, as this forgoes the opportunity to receive feedback for other standards. Implementing these actions will help the school to continue improving its overall agreement rate.

### **Internal review**

*Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)*

**Well-embedded self-review process** Sacred Heart College can effectively use self-review to ensure ongoing improvement of its assessment practice and procedures. Central to this is the fortnightly meeting of Heads of Department and Senior Leaders. Assessment and moderation issues and procedures are discussed and reviewed during these meetings. The meetings act to keep Senior Leaders informed about assessment matters happening within the school and for Heads of Department to action decisions with their staff. An example of this is the review of the use of artificial intelligence (AI) and maintaining authenticity in assessment. Raising and discussing the issue led to the review of the school's breaches assessment policy to maintain its currency, the introduction of anti-plagiarism software to detect AI, and staff professional development to strengthen their assessment practice.

The introduction of the Sacred Heart College Certificate in Year 11 is another example of the school's effective self-review process. The certificate was introduced

in 2024 following planning that had begun pre-Covid and major planning in 2023. Students work consistently throughout the year without the interruption of internal and external assessments. This provides students and teachers with more time to spend on critical teaching and learning, which the school believes better prepares the students for NCEA Level 2. Review of the introduction of the certificate is scheduled at the end of 2024.

## Credible assessment practice to meet student needs

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Effective student tracking supports qualification success** Effective academic tracking is ensuring that students achieve their qualification goals. All students are tracked with data that is updated weekly and shared with the school's Trackers. Weekly notes, which rate each student's effort in class for the week, are sent home and lead to conversations with students, parents, and teachers. Trackers work closely with Heads of Department, Deans, and the Assistant Headmaster to identify those students who may require further support. A compulsory tracking evening is held in term 2 for parents and students to meet with senior and middle leaders. A written progress report with a prediction of credits the student will achieve is provided for all subjects. Effective tracking allows teachers, students, and parents to be continuously informed about student progress towards NCEA qualification goals and ensure students are successful in meeting them.

**Promoting success in New Zealand Scholarship** Attempting New Zealand Scholarship has become a part of the culture of Sacred Heart College. Students who enter these exams are usually motivated high achievers. Students interviewed for this report identified the personal challenge and competitiveness between students as motivating factors. The school hosts an evening for parents and students to promote participation in the exams. Students who gain an award are recognised for their success, along with their teachers, at a school assembly. Their names are also recorded on the Honours Board. The school has had consistent success in students gaining New Zealand Scholarship awards.

**Quality assurance of practice exam grades** The school must have a process to monitor that grades from practice exams have been quality assured. Grades submitted to NZQA must be quality assured if they are to be used for the purpose of a derived grade. Subject teachers use the verification process to quality assure student grades. However, there is no consistent method for documenting this evidence and monitoring its completion. A method is needed, similar to internal moderation, to provide senior leaders with assurance that the grades are credible. Templates that can be used for documenting and monitoring this process are available on NZQA's website.

## Internal moderation to ensure the reporting of credible results

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Robust moderation practice** Sacred Heart College has well established and embedded internal moderation practices. Verifiers from within and outside of the

school are used to quality assure teachers' grades, particularly those on grade boundaries. Teachers record moderation decisions on an internal moderation coversheet, either on paper or digitally, before being entered into the school's student management system, which the Principal's Nominee monitors. Teachers retain student work for benchmarking to assist with assessment judgements. Before beginning an assessment teachers review external moderation reports and critique the task. Teachers have also begun using NZQA's Learning Management System, Pūtake, to gain a better understanding of a standard and to practise making assessor judgements. Senior leaders can be confident that credible quality assured results are being reported to NZQA.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**Sacred Heart College (Auckland) has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Sacred Heart College (Auckland) has effective processes and procedures for:**

- managing missed or late assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Sacred Heart College (Auckland) has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Sacred Heart College (Auckland) has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Sacred Heart College (Auckland) effectively uses assessment-related data to support achievement outcomes for students by:**

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Sacred Heart College (Auckland) reports accurate achievement data by:**

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

## **Effective communication to inform staff, and students and their families about assessment**

**Sacred Heart College (Auckland) has effective processes and procedures for:**

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

**Sacred Heart College (Auckland) assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

## **Appendix 2: Overview**

### **What this report is about**

**This report summarises NZQA’s review of how effectively Sacred Heart College (Auckland):**

- has addressed issues identified through NZQA’s Managing National Assessment review and through the school’s own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

### **Why we review how schools are managing national assessment**

**The purpose of a Managing National Assessment review is:**

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

### **What are possible outcomes**

**Outcomes may include NZQA:**

- identifying the effectiveness of the school’s review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school’s consideration to enhance good assessment practice.

### **What this review includes**

**The review has three components:**

- The annual external moderation of the school’s internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school’s assessment systems at least once every five years.

## **How we conducted this review**

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

### **Prior to the visit the school provided the following documents:**

- information on their actions and self-review since the last Managing National Assessment report
- *Staff Handbook, Sacred Heart College 2024*
- *Student Assessments, Sacred Heart College 2024* (Student Handbook)
- *Curriculum and student achievement policy, Sacred Heart College.*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Deputy Headmaster – Curriculum/Assessment
- Heads of Department for:
  - English
  - Mathematics
  - Religious Studies
  - Social Sciences
  - Technology
- three students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.